CAHE 502: Equity, Inclusion, and Social Justice in Higher Education
Spring 2018
Monday, 6:00-8:40p
341 Graham Hall
Office hours: Monday – Friday, by appointment

Dr. Z Nicolazzo   (e): znicolazzo@niu.edu
Assistant Professor, Adult & Higher Education   (p): 815.753.9373 (office)
Office: 201-D Gabel Hall   (p): 513.461.3724 (cell)

> *"One of the primary missions of education is to prepare students for democratic and civic engagement. I believe as educators it is our responsibility to help students acquire the necessary information, skills, and desires to be engaged citizens who can meet not only today's social and economic challenges, but who will also work to eradicate the root causes of inequality and injustice." (Cipolle, 2010, p. iv)*

> *"If education is a commitment to growth and change, then that change will require facing up to our investments and experiencing the discomfort of new thinking." (Boler, 2004, p. 119)*

Course Overview
This course will address critical issues related to areas of diversity, equity, and social justice in higher education. Specifically, this course will draw from historical, contemporary, theoretical, and research-based literature to explore how educators take up notions of diversity, equity, and social justice. The course will center on issues of access and participation, identity, campus policies, and campus environments. The course will also explore the often-entangled issues of inclusion, exclusion, and segregation as they relate to student, faculty, and staff populations as well as campus environments. The course will also take a decidedly liberatory tone, encouraging all learners to participate in constructing ways to imagine an educational praxis that promotes equity and justice, and envisions college campuses as productive sites for such praxis.

My Approach to this Course
Sometimes, diversity-based courses take an approach where each week addresses a unique diverse subpopulation. Whilst there is nothing inherently wrong with this approach, I have constructed this course differently. Specifically, I have broken the term into four blocks, the first of which focuses on core foundational frameworks we will use throughout the term. The next block focuses on the language of diversity, with emphasis of looking at diversity as a discourse across college contexts. Next, we will discuss how corporate managerialism and neoliberalism delimit possibilities for who is deemed worthy of equity and justice across college campuses. Here, we focus specifically on several largely un(der)represented populations, while also taking care to recognize what can be transferred when thinking about our working alongside various disparate populations on college campuses. Finally, we explore how equity, inclusion, and social justice movements on campus are reflective of those occurring throughout broader society. Throughout the term, we will watch films, read blogposts, engage with academic texts, and connect with scholar-activists across the country to explore our commitments as postsecondary educators. You will also notice I have provided guiding questions for each week's readings.

These are intended to spur thought and help further direct your reading comprehension. They are also intended to be a beginning, rather than the end, of the questions you think through as you are engaging with course material.

Learning Outcomes
As a result of taking this course, students will be able to:

Course Learning Outcomes	AHE Learning Outcome	Assessment
Describe key concepts and theoretical perspectives on topics related to diversity in higher education with particular attention to race, ethnicity, social class, sex/gender, sexuality, religion, and disability.	Apply historical, social, and philosophical foundations of adult and higher education to the practice of adult and higher education. (AHE SLO #1)	Participation
Understand how power and privilege shape these perspectives.	Apply historical, social, and philosophical foundations of adult and higher education to the practice of adult and higher education. (AHE SLO #1)	Participation; Critical Incident Paper and Infographic
Articulate and think critically about how the historical and contemporary socio-cultural context can influence various aspects of U.S. higher education including access, structure, curriculum, leadership, policy, and student experiences.	Apply learning and development theories to diverse practice settings in adult and higher education. (AHE SLO #2)	Critical Incident Paper and Infographic; Group Diversity Audit and Presentation
Analyze problems related to diversity and assumptions about the "given-ness" of these issues.	Critique and apply research findings to the practice of adult and higher education. (AHE SLO #5)	Critical Incident Paper and Infographic
Identify strategies for social change in order to make higher education more welcoming, inclusive, and socially just.	Critique and apply research findings to the practice of adult and higher education. (AHE SLO #5)	Midterm; Campus Event Conversation and Reflection Paper
Identify next steps in your learning as it relates to diversity and equity issues in higher education.	Utilize a theory-to-practice model to develop and plan programs in diverse settings. (AHE SLO #3)	Midterm; Campus Event Conversation and Reflection Paper

Required Texts

There are three required texts for this course, which are as follows:

Ahmed, S. (2012). *On being included: Racism and diversity in institutional life*. Durham, NC: Duke University Press.

Davis, A. Y. (2016). *Freedom is a constant struggle: Ferguson, Palestine, and the foundations of a movement*. Chicago, IL: Haymarket Books.

Magolda, P. (2016). *The lives of campus custodians: Insights into corporatization and civic disengagement in the academy*. Sterling, VA: Stylus.

Additionally, you are highly encouraged to purchase the 6th edition of the Publication Manual of the American Psychological Association. All CAHE courses require you to know and use appropriate APA formatting for written work, so this manual will serve as an invaluable resource.

All other course readings will be made available via electronic PDFs on Blackboard

Throughout the course of the semester, you may come across readings or other materials (blogs, films, articles, YouTube clips, etc.) that may be relevant for this course. Please feel free to email materials to me ahead of time and I will do my best to incorporate them. Additionally, you are welcome to bring materials to class to share with our learning community.

Course Expectations

Participation: This course is structured to be largely discussion based. Due to this, we all—instructor and students—share in the responsibility of engaging with assigned texts as well as each other. The learning community we create as a class is greatly enhanced by everyone's active participation. This means you are expected to come to class ready to engage with your peers as well as the texts, assignments, myself, and any guest presenters we may invite to join our group. You are not required, nor encouraged, to make final pronouncements about the readings and discussions we have, but rather to use class as a forum for asking questions and developing deeper understandings of the issues raised throughout our shared time. Dissent within discussion is a part of the learning process—and it is especially important in a civil society for us to develop the skills necessary to speak across our differences in ways that foster understanding, justice, and dignity. You will be expected to engage with the course materials and with each other in a respectful and intellectually serious manner. However, there is no expectation that we will all agree with each other perfectly by the end of the day, or for that matter, at the end of the semester. Please note that the quality of your contributions is much more important than the quantity of your words. Listening attentively and responding thoughtfully to your peers is an important part of your contribution to the class.

Appropriate Challenge: We all come to this class with varying levels of personal experience, awareness, and investment in the topic of equity, inclusion, and social justice. Because of this, the course may at times feel basic, while at other times, it may feel highly advanced. For the times when you may feel unchallenged with the required readings and discussions, I encourage you to explore additional readings, some of which I will provide on the Blackboard site for this course. I also encourage you to engage your peers in critical conversation and to ask "big questions" that will stimulate further thought.

For the times when you may feel like the reading and conversations may be overwhelming, I encourage you to stick with it. Thinking about and engaging in diversity, equity, and social justice education is tough stuff for all of us, regardless of our own perceived "level of expertise." However, the point is not to give up. Instead, I encourage you to be in communication with your peers and me about what you do not understand. Encourage people—including me as an instructor—to slow down, explain themselves, and break down the complexity of our conversation. Rather than being an impediment to learning, this will help everyone. Doing so will help you gain a footing about the ideas and concepts we are discussing. It will also require others to think deeper in order to clearly articulate the ideas and concepts they may have previously perceived to be unassailable.

You are also highly encouraged to speak with me if the course seems too advanced and/or not advanced enough for you. We can then make a plan for how you can get what you need from the class, keeping in mind the learning objectives for the course. If you are thinking of doing this, I strongly suggest you be proactive and do not wait too long. It is far easier for you and me to work alongside each other to create a positive learning experience when you talk with me early and are willing to be solutions-oriented.

Attendance: Class will start promptly at 6:00 p.m. You are expected to be in your seat and ready to begin class at this time. Arriving late to class is disruptive and disrespectful of your classmates and instructor. If a prior commitment will affect your ability to arrive on time, please notify me prior to class. Unexcused tardiness could negatively affect your overall grade for the course.

Because class attendance is critical to learning, no more than two classes will be excused even for legitimate reasons. Your grade will be dropped half a letter grade (e.g., A- to B+) if you have three absences. If you are absent a fourth time, you will be dropped from the course. If you must miss class for a legitimate reason (e.g., religious holidays, illness, family emergencies, work requirements that cannot be rearranged, court appearances, conferences), please contact me to discuss the situation prior to class via email or phone.

Late Assignments: You are expected to turn in all assignments on time. I understand circumstances may come up that disallow you from turning in your work on time, or that you may choose not to do certain assignments; however, it is my expectation that you use this syllabus, which you have been provided ahead of time, to plan effectively so that you can complete all assignments and turn them in on time.

If, for some reason, you are unable to turn in an assignment on time, you must meet with me to discuss why you did not turn in the assignment prior to the original deadline. Because every assignment is an important aspect of your learning in this class, we will discuss when you will turn in the assignment as well as decide upon an acceptable consequence for your turning it in late. If you neglect to meet with me to discuss your assignment being late and what you feel an acceptable consequence would be, your overall grade for the assignment will be reduced by a half letter grade for each day it is late. For instance, an A will be dropped to an A-, an A- to a B+, a B+ to a B. Please note that turning in late assignments will have a negative impact on not only your learning, but also our learning community and your overall grade for the course.

Furthermore, if you do not contact me to discuss your late/missing assignment(s), you should expect for this to have a negative effect on your overall grade for the course.

Use of Technology in the Classroom: Similar to when you are working with others on campus, it is painfully obvious to me as an instructor when someone is using their cell phone, laptop, tablet, or other technological gizmo for purposes unrelated to class. Not only does this negatively impact you and your learning, but it also has a negative impact on others in your learning community, who become distracted by what you are doing. As such, I encourage you to make wise choices about your (non-)use of technology during class. If it will be a distraction, and you know this, I encourage you to turn these devices off or not bring them to the classroom. However, if using these devices enhances your learning and the learning of others around you, then have at it. If I or others become concerned about what we perceive to be your misuse of technology in the classroom, I will have a conversation with you. If this becomes an ongoing event, you will be asked to leave class, with your leaving counting as an unexcused absence.

Academic Integrity: Academic integrity is central to our community. The university policy regarding academic misconduct is stated on page 21 of the latest version of the Graduate School Handbook: http://www.grad.niu.edu/grad/audience/pdf/catalogs/NIUgradcatalog14-15.pdf. Northern Illinois University also has online tutorial describing academic integrity that you may find helpful: http://www.niu.edu/ai/students/. Often times, academic misconduct is a result of not being familiar with certain policies or misunderstandings about policies. Please be certain to review these documents and websites.

Respect for Diversity: The values of inclusion and respect for diversity are central to the work I do as an educator. Similarly, the Northern Illinois University Non-Discrimination/Harassment Policy emphasizes inclusiveness. The text below is reproduced directly from: http://www.hr.niu.edu/Resources/files/Other/AADR/AADR%20Non-Discrimination-Harassment%20Policy%20and%20Procedures.pdf

> [The Non-Discrimination/Harassment Policy] prohibits employment/academic decisions that are unrelated to performance, qualifications, academic achievement, and/or conduct that seek to limit, segregate, or classify employees/students on the basis of race, color, national origin, sex, religion, age, physical or mental disability, marital status, veteran status, sexual orientation, political affiliation, or any other factor unrelated to professional qualifications. (p. 3)

The policy further details what activities are protected, and you are strongly encouraged to familiarize yourself further with this policy.

Class rosters and University data systems are provided to faculty with the student's legal name and legal gender marker. As an NIU student, you are able to change how your preferred/proper name shows up on class rosters. This option is helpful for various student populations, including but not limited to: students who abbreviate their first name; students who use their middle name; international students; and transgender students. As a faculty member, I am committed to using your proper name and pronouns. We will take time during our first class together to do introductions, at which point you can share with all members of our learning community what

name and pronouns you use, as you are comfortable. Additionally, if these change at any point during the semester, please let me know and we can develop a plan to share this information with others in a way that is safe and comfortable for you.

Should you want to update your preferred/proper name, you can do so by looking at the following guidelines and frequently asked questions:
- http://www.niu.edu/regrec/preferredname/index.shtml
- http://www.niu.edu/regrec/preferredname/preferrednamefaq.shtml

Accessibility for Students with Disabilities: In conjunction with creating an inclusive and safer learning community, creating an accessible classroom is important to me. There are services on campus that can assist in providing accommodations for students with disabilities. If you need an accommodation for this class, please contact the Disability Resource Center as soon as possible. The DRC coordinates accommodations for students with disabilities. It is located on the 4th floor of the Health Services Building, and can be reached at 815-753-1303 or drc@niu.edu.

Also, please contact me privately as soon as possible so we can discuss your accommodations. Please note that you will not be required to disclose your disability, only your accommodations. The sooner you let me know your needs, the sooner I can assist you in achieving your learning goals in this course. I treat all information you share with me regarding these matters as confidential.

Basic Needs Security Statement: If you have difficulty affording groceries or accessing sufficient food to eat every day, or lack a safe and stable place to live at any point throughout our course, and you believe this may affect your performance in the course, I urge you to contact the Dean of Students for support. Furthermore, please notify as your instructor if you are comfortable in doing so. This will enable me to provide any resources that I may possess. I would also encourage you to make use of the Huskie Food Pantry as you need.

Grading Criteria

Your assignments should be clear, concise, and include the appropriate references. The paper format (e.g., font, headers, spacing) should follow APA style. Papers with numerous APA errors, particularly basic and common citation and formatting errors, will receive a lowered grade. There is an APA on-line tutorial available: http://apastyle.apa.org/learn/. Below are general guidelines I will use when assigning grades:

A = work of excellent quality that demonstrates an excellent understanding of course material; the writing includes thoughtful and meaningful reflection; excellent writing style, grammar and mechanics.

B = work of good quality that demonstrates a good understanding of the course material; evidence of a fair amount of reflection, where appropriate, but still room for more depth; writing (as defined above) that is generally good but includes some mistakes and/or some places where the writing needs improvement.

C = minimally adequate completion of the assignment demonstrating a limited understanding of the course material; evidence of minimally adequate reflection about your identity; minimally adequate writing (as defined above).

D = less than minimally adequate completion of the assignment demonstrating little understanding of the course material; evidence of less than minimally adequate reflection about your identity, where appropriate; less than minimally adequate writing (as defined above).

F = failure to complete an assignment or completion of assignment that does not rise to any of the levels of performance described above.

Grading Breakdown

Course Participation	10 points
Critical Incident Paper and Infographic	20 points
Midterm	20 points
Campus Event Conversation and Reflection Paper	20 points
Group Diversity Audit and Presentation	30 points
Total	**100 points**

Grading Scale

94-100 points: A	80-83 points: B-	67-69 points: D+
90-93 points: A-	77-79 points: C+	64-66 points: D
87-89 points: B+	74-76 points: C	60-63 points: D-
84-86 points: B	70-73 points: C-	0-59 points: F

Assignments

Critical Incident Paper and Infographic: Issues related to equity, inclusion, and social justice are omnipresent in U.S. postsecondary education. Oftentimes, incidents that seem isolated are signposts for broader issues that are endemic to campuses and/or postsecondary education writ large. The concepts, notions, and theories we learn about this term can help us understand these issues in greater depth. They can also help us develop ways to address better the complexity of these issues.

For this assignment, you will write a 4-5 page paper in which you focus on an equity, inclusion, or social justice-related issue in higher education. Specifically, you will need to find a specific incident that can serve as an exemplar of a more pervasive issue related to equity, inclusion, or social justice. For example, you could focus your paper on the dining hall workers' strike at Harvard (a specific incident) that underscores economic inequality throughout higher education (a pervasive issue). You should make sure to cite <u>at least three scholarly sources</u> in this paper, with <u>at least one being empirical</u> (i.e., based on a research study). In this paper, you should make sure to address the following:
- What is the specific incident on which you are focusing?
- What is the pervasive issue to which it relates?
- Why is this issue important for student affairs educators to understand?

- What are recommendations you have, based on evidence (e.g., course readings and/or external sources you find), for how this issue could be addressed in a manner than promotes equity, inclusion, or social justice?

For this paper, you should ensure you are using a scholarly writing voice, and should be sure to foreground your own analysis and recommendations for future educational practice. Your paper should adhere to APA formatting, and should have both a cover page and references section, both of which do not count toward your overall page total for this assignment.

In addition to the paper, you will also need to develop an accompanying infographic. Your infographic must be descriptive and must attend to all of the same aspects of the paper, including the number and type of references (you can and should use the same sources for both your paper and your infographic). When developing your infographic, you are strongly encouraged to use a free online infographic design site (e.g., Canva offers a platform to make high-quality infographics: https://www.canva.com/create/infographics/) so that you make a compelling, attractive, and informative finished product. You should also save your final infographic as a .PNG or .JPEG document for when you submit your assignment.

Both your paper must be completed and submitted via Blackboard before the start of class on February 19. Your infographic must be completed and uploaded in the Critical Incident Infographic discussion forum on Blackboard before the start of class on February 19.

Midterm: This assignment will consist of one question that you will have a maximum of five pages to answer, making sure to use APA format and backing up your statements/claims with evidence derived from course readings. The question for your exam is as follows:

Both Ahmed (2012) and Magolda (2016) provide provocative notions for how (in)equity in postsecondary education. Specifically, Ahmed's (2012) notion of the non-performative and Magolda's (2016) extended discussion about corporate managerialism expose the extent to which postsecondary environments are structured via inaction and exclusion. In five pages, you must do the following:
- Explain either Ahmed's notion of the non-performative or Magolda's discussion of corporate managerialism, making sure to connect the concept to postsecondary education contexts. This portion of the exam should be no more than 1.5 pages.
- Discuss how you can employ the notion of tempered radicalism (as discussed by Carducci) as a student affairs educator to push back against the concept you chose to write about in the first section of the exam. For example, if you chose to explore Ahmed's notion of the non-performative, you would use this portion of the exam to discuss how you could use a tempered radical approach to resist the continuation of non-performative speech acts and their resulting effects. You should make sure to use practical and cogent examples in this portion of your exam (e.g., what would you do and/or what have you already done in your practice).

You should include a references section to your exam, which will not be counted in your overall page limit.

<u>You should not discuss this exam, how you plan to answer the question, or the sources you will be using to defend your argument with anyone else.</u> This assignment is due via email before the start of class on March 26.

Campus Event Conversation and Reflection Paper: Student affairs educators regularly host educational programs related to equity, inclusion, and social justice. However, the efficacy of these programs may be contested. For this assignment, you will work in pairs/trios and will attend a campus event related to equity, inclusion, or social justice. While at this event, you should make sure to observe and take notes about the following:
- The overall focus of the event (e.g., what is the purpose of this event?);
- The perceived learning outcomes for the event (e.g., what are audience members expected to gain from the event?);
- How you can relate course readings to the event (e.g., how can the concepts, theories, and information we are learning in class help you critically analyze the event?); and
- The strengths and limitations of the event's efficacy, as based on applying course material to your observations of the event and whether you perceive the overall goals to be achieved.

After your pair attends this event, you will schedule a 30-minute meeting with me to discuss your observations. You should be prepared to explain the event, the learning outcomes you perceived the event to have, and your overall analysis of the event, making sure to use course readings in your critique. Your group should attend an event and have your meeting with me before the start of class on March 5. (Note: whilst March 5 is deadline for this portion of the assignment, your group can meet with me ahead of this final week).

Upon finishing your conversation with me, your group should write a 3-4 page reflection paper in which you extend and deepen your thoughts on the efficacy and purpose(s) of the event you attend. Your paper should serve as an extension of our conversation, and thus should be written in a personal voice (e.g., you can write about what we discussed with the acknowledgement that this is shared knowledge). You should also take care to incorporate scholarly sources (course readings, external sources, or both) to demonstrate your deeper thinking of the event after our discussion. This portion of the assignment will be due via Blackboard before the start of class on April 16, and only one person from your group should upload the final paper. (Note: again, whilst April 16 is the deadline for this portion of the assignment, your group may wish to submit this earlier. Your group may especially wish to do this if you have your meeting with me about the event you attended ahead of the March 5 deadline. Doing so is more than acceptable, albeit not required).

Group Diversity Audit and Presentation: One of the most important things about this class is actually analyzing and applying the theory and information we read in our class. It is critical that we use and apply these concepts not only to better understand the concepts, but to better understand how educational systems use (and do not use) these equity, inclusion, and social justice frameworks. Thus, for this assignment, you will complete a "diversity audit" on a college campus. This will allow you to put our theories and readings into practice as well as give you an opportunity to examine a university, a functional area, or an office you wish to come to know more about.

After being placed in groups, your job will be to select a university, office, functional area, aspect, identity, or institutional element you wish to analyze. While it is up to you and your group to decide what you want to explore, groups must propose to, and gain approval for, their topic to me as your instructor. You need to do this by February 5. After identifying (and subsequent approval of) the area/idea that you want to explore, you and your group will explore that area (physically, online, or both), and examine how the area engages in (or does not engage in) equity, inclusion, and/or social justice practice. Your goal is to examine how that particular aspect of the university supports a group, identity, topic, and/or theory of equity, inclusion, and/or social justice. For example, you and your group could choose the overarching topic of "accessibility" and examine how, where, and even if the campus provides accessibility to buildings, restrooms, and other importance spaces. You could also extend your analysis to explore access beyond physical access (e.g., social access vis-à-vis perceptions of inclusion/exclusion across campus).

After your initial audit, you and your group will then write a 3-5 page paper discussing your findings. You will offer a scholarly narrative of what campus and/or functional area/office you chose, the methods you and your group used to analyze the area, and what you found and concluded. Finally, you will discuss where the institution/functional area/office is in regards to equity, inclusion, and social justice from the lenses outlined throughout our readings. For instance, do professionals at the institution extend non-performative statements (Ahmed, 2012) rather than engaging in critical self-reflection and practice? If so, how do you know? Be certain to use quotations and evidence to support your claims. This assignment should use APA format and cite at least three scholarly sources (you may use class readings). These papers will be due via Blackboard by the start of class on April 30, and only one person from each group should upload your final paper.

You will turn in <u>one</u> paper that is between 3-5 pages long. <u>All members in the group must help to write the paper. It is critical that you engage in cooperation and teamwork</u>. Teamwork and collaboration is an essential competency in higher education. As such, all group members will be encouraged—although not required—to provide individual, private feedback to me as your instructor about how your group worked together, which will be taken into account when grading. If you want to provide feedback, you may do so via email by May 3. This does not mean you and your group members should not address concerns within your own group if/as they arise. <u>To be clear, it is essential you work to resolve whatever concerns come up through your group process</u>; however, providing feedback will allow me as your instructor to have a more in-depth idea of how work was distributed throughout your group process. In addition, you and your group will offer a brief presentation of your findings to the larger class. Those presentations should be about 10-12 minutes long and offer a question/answer period for your classmates. These presentations will take place on April 30.

Course Schedule

No class January 15 (Week 1) – Martin Luther King Jr. Day

January 22 (Week 2)
Introductions and framing perspectives

Guiding questions:	Readings:
• What does Bell mean by writing that "social justice is both a process and a goal"? • What are examples of how oppression operates on multiple dimensions (Note: use Figure 3.1 on page 39 for assistance)? • What shift is Stewart advocating for, and why is this important? • What does post-truth mean? How may this term connect to conversations about equity, inclusion, and social justice?	1. Bell, L. A. (2007). Theoretical foundations for social justice education. In M. Adams, L. A. Bell, & P. Griffin (Eds.), Teaching for diversity and social justice (2nd ed.) (pp. 1-14). New York, NY: Routledge. 2. Hardiman, R. & Jackson, B. (2007). Conceptual foundations for social justice education: Conceptual overview. In M. Adams, L. A. Bell, & P. Griffin (Eds.), *Teaching for diversity and social justice* (2nd ed.) (pp. 35-66). New York, NY: Routledge. [ONLY READ TO P. 48] 3. Stewart, D-L. (2017). Language of appeasement. *Inside Higher Ed.* Retrieved from https://www.insidehighered.com/views/2017/03/30/colleges-need-language-shift-not-one-you-think-essay 4. Gold, J. (2016). Teaching in the post-truth era. *Student Voices*. Retrieved from: https://mystudentvoices.com/teaching-in-the-post-truth-era-5b33bf60b574#.fhaw9jdem

January 29 (Week 3)
Diversity as a discourse

Guiding questions:	Reading:
• What does it mean to "follow diversity around"? • What does Ahmed's notion of the brick wall mean? How does this relate to diversity in higher education?	1. *On Being Included* – Introduction & Chapter 1

February 5 (Week 4)
Diversity as a discourse

Guiding questions:	Reading:
• What are the possibilities and limitations of the word "diversity"? • What is "document fatigue" and how does this influence how educators make meaning of diversity? • What is a non-performative?	1. *On Being Included* – Chapters 2, 3, and 4 Group Diversity Audit topic approval sought and gained

February 12 (Week 5)
Diversity as a discourse

Guiding questions:	Readings:
• According to Ahmed, how is one's problematizing racism framed as a problem? • What did Ahmed mean when she wrote, "Sometimes we have to take the risk of fulfilling the fantasies other people have of us" (p. 179)? • What is "critical hope"? • How does critical hope relate to Ahmed's conclusion?	1. *On Being Included* – Chapter 5 & Conclusion 2. Duncan-Andrade, J. M. R. (2009). Note to educators: Hope required when growing roses in concrete. *Harvard Educational Review, 79*(2), 181-194. 3. Boler, M. (2004). Teaching for hope: The ethics of shattering world views. In D. Liston & J. Garrison (Eds.), *Teaching, learning, and loving: Reclaiming passion in educational practice* (pp. 117-131). New York, NY: RoutledgeFalmer. [OPTIONAL READING]

February 19 (Week 6)
Non-performatives and the feeling of diversity work

Guiding questions:	Readings:
• What do feelings tell us about diversity work? • How can we harness feelings to promote our work as educators? • How does Ahmed's concept of the non-performative relate to Morphew and Hartley's study?	1. Ahmed, S. (2017, January 4). Wound up. [Blog post]. Retrieved from: https://feministkilljoys.com/2017/01/04/wound-up/ 2. Magolda, P. M., & Baxter Magolda, M. B. (2011). Engaging dialogues about difference in the workplace. In P. M. Magolda & M. B. Baxter Magolda (Eds.), *Contested issues in student affairs: Diverse perspectives and respectful dialogue* (pp. 453-465). Sterling, VA: Stylus. 3. Carducci, R. (2011). Tempered radicals: Managing risks in negotiating differences. In P. M. Magolda & M. B. Baxter Magolda (Eds.), *Contested issues in student affairs: Diverse perspectives and respectful dialogue* (pp. 466-471). Sterling, VA: Stylus. 4. Morphew, C. C., & Hartley, M. (2006). Mission statements: A thematic analysis of rhetoric across institutional type. *The Journal of Higher Education, 77*(3), 456-471. Due: Critical Incident Paper and Infographic

February 26 (Week 7)
Who is (not) seen: The human impact of institutional life

Guiding questions:	Reading:
• What is the consequence of having students found responsible of conduct violations work with Mone? • What dis/connections do you have to service work(ers)? • What do Magolda's participants tell us about their pathway to becoming custodians?	1. *The Lives of Campus Custodians* – Preface & Chapters 1, 2, 3, 4, 5, & 6

March 5 (Week 8)
Who is (not) seen: The human impact of institutional life

Guiding questions:	Readings:
• What are custodians' multiple relationships to fear? • How do custodians conceptualize family? • What is corporate managerialism, and how does this inhibit custodial staff?	1. *The Lives of Campus Custodians* – Chapters 7, 8, 9, & 10 2. Van der Werf, M. (2001). How much should colleges pay their janitors? *The Chronicle of Higher Education*. Retrieved from: http://www.ulib.niu.edu:2972/article/How-Much-Should-Colleges-Pay/14771 3. Gardner, L. (2016). How the Harvard strike fits into the equality conversation. *The Chronicle of Higher Education*. Retrieved from: http://www.ulib.niu.edu:2972/article/How-the-Harvard-Strike-Fits/238101 Due: Campus Event Conversation

No class March 12 (Week 9) – Spring Break

March 19 (Week 10)
Who is (not) seen: The human impact of institutional life

Guiding questions:	Readings:
• What does it mean to be a tempered radical? • What have the custodians in Magolda's book taught you about the importance of, and how to go about, making trouble? • What does Patel mean when she wrote, "Recognition and optics are beguiling but also potentially politically distracting"? How does this	1. Chapters 11, 12, & Epilogue 2. Patel, L. (2017). Walking the tightrope of visibility. [Blog post]. Retrieved from https://www.bankstreet.edu/scholarly-initiatives/occasional-paper-series/38/part-iv/tightrope-visibility/ 3. Misra, T. (2016). What happened when 18 states raised their minimum wage? *Citylab*. Retrieved from: http://www.citylab.com/work/2016/12/as-an-anti-poverty-measure-raising-the-minimum-wage-works/510119/?utm_source=feedburner&utm_medium=feed&utm_campaign=Feed%3A+TheAtlanticCities+%28CityLab%29

relate to Magolda's discussion of in/visibility? • What does it mean to treat employees equitably? What responsibilities do college administrators have in ensuring equitable treatment?	

March 26 (Week 11)
Who is (not) seen: The human impact of institutional life

Guiding questions:	Readings:
• What does it mean for a population to be "an asterisk"? • How does the notion of being as asterisk correlate to Jourian, Simmons, and Devaney's discussion about trans* educators being "unexpected"? • What are the potential risks and rewards for working alongside populations that are "asterisks" and/or "unexpected" in postsecondary education?	1. Shotton, H. J., Lowe, S. C., & Waterman, S. J. (2013). Introduction. In H. J. Shotton, S. C. Lowe, & S. J. Waterman (Eds.), *Beyond the asterisk: Understanding Native students in higher education* (pp. 1-24). Sterling, VA: Stylus. 2. Sirin, S. R., & Fine, M. (2007). Hyphenated selves: Muslim American youth negotiating identities on the fault lines of global conflict. *Applied Development Science, 11*(3), 151-163. 3. Jourian, T.J., Simmons, S. L., & Devaney, K. (2015). "We are not expected": Trans* educators (re)claiming space and voice in higher education and student affairs. *TSQ: Transgender Studies Quarterly, 2*(3), 431-446. 4. Chen, A. C-R., & Rhoads, R. A. (2016). Undocumented student allies and transformative resistance: An ethnographic case study. *Review of Higher Education, 39*(4), 515-542. Due: Midterm

April 2 (Week 12)
Who is (not) seen: The human impact of institutional life
Film viewing: Precious Knowledge

Guiding questions:	Readings:
• What is the importance of love for Baldwin? • How do you think about Baldwin's letter to his nephew as relating to your work alongside college students? • Which pieces in the *JCSHESA* special issue stuck out to you? Why?	1. Baldwin, J. (1962). A letter to my nephew. *The Progressive*. Retrieved from: http://www.progressive.org/news/2014/12/5047/letter-my-nephew 2. Special Issue: Students' Critical Reflections on Racial (In)justice. *Journal of Critical Scholarship on Higher Education and Student Affairs*. Retrieved from: http://ecommons.luc.edu/jcshesa/vol2/iss3/1/ [READ ENTIRE ISSUE]

April 9 (Week 13)
Linking college campuses to the broader society

Guiding questions:	Readings:
• What does Davis mean when she discusses needing "systemic change"? • Davis makes connections between and across global movements. What connections can you make between her text and those of Ahmed and Magolda? • How is individualism encouraged in student affairs practice? Do you think this is desirable? Why/why not? • What were your reactions after reading Baldwin's article? What did it make you feel?	1. *Freedom is a Constant Struggle* – Chapters 1, 2, 3, & 4 2. Baldwin, J. (1966). A report from occupied territory. *The Nation*. Retrieved from: https://www.thenation.com/article/report-occupied-territory/ 3. Black-Palestinian Solidarity. (2015, October 14). *When I see them, I see us* [Video file]. Retrieved from: https://www.youtube.com/watch?v=xsdpg-9cmSw

April 16 (Week 14)
Linking college campuses to the broader society

Guiding questions:	Readings:
• What responsibility, if any, do student affairs educators have for being invested in/aware of global and transnational movements? • How do you make sense of Davis' call for political activism given student affairs educators being told one must be apolitical in the workplace? • What are ways one might engage in more community-based practices?	1. *Freedom is a Constant Struggle* – Chapters 5, 6, 7, 8, 9, & 10 2. Lee, S. (Producer & Director). (2016). 2 fists up [Motion picture]. United States: Spike Lee's Lil' Joints. (Access the film here: http://theundefeated.com/videos/spike-lees-lil-joints-2-fists-up/) Due: Campus Event Reflection Paper

April 23 (Week 15)
Linking college campuses to the broader society
Guest speaker: Dr. Dian D. Squire, Visiting Assistant Professor, Iowa State University

Guiding questions:	Readings:
• What is important about the shift from allies to accomplices in the piece published by the *Indigenous Action Media*? • What are the implications of the Count Me In! discourse and advocacy both on and off college campuses? • According to Lange, what is the importance of naming white supremacy as a discourse in student affairs work? How does this relate to how you can be an accomplice in addressing racial injustice? • How can you incorporate Lou's notion of art as a practice for healing through your work as an educator?	1. Admin. (2014). Accomplices not allies: Abolishing the ally industrial complex. *Indigenous Action Media*. Retrieved from: http://www.indigenousaction.org/accomplices-not-allies-abolishing-the-ally-industrial-complex/ 2. Lange, A. C. (2017, November 7). The costs of avoiding discomfort: Addressing white supremacy in student affairs. [Blog post]. Retrieved from http://convention.myacpa.org/houston2018/costs-avoiding-discomfort-addressing-white-supremacy-student-affairs/ 3. Poon, O. A., Dizon, J. P. M., & Squire, D. (2017). Count me in!: Ethnic data disaggregation advocacy, racial mattering, and lessons for racial justice coalitions. *Journal Committed to Social Change on Race and Ethnicity, 3*(1), 92-124. 4. Lou, H. C. (2017). Art resists. Art heals. Art is resilience. In B. T. Kelly & C. A. Kortegast (Eds.) *Engaging images for research, pedagogy, and practice: Utilizing visual methods to understand and promote college student development* (pp. 197-212). Sterling, VA: Stylus 5. Explore the linked content in Lange's blog post. ==[OPTIONAL READING]==

April 30 (Week 16)
Closing thoughts and final presentations

Guiding questions: N/A	Readings: N/A
	Due: Group Diversity Audit and Presentation

May 3 – Provide feedback on group process via email [optional]